## DPLS 778 Applied Servant Leadership

**Spring 2010**  
3 Credits

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### Course Description

How do servant-leaders understand the meaning and applications of servant-leadership? What is the meaning of servant-leadership for individuals, and for organizations with whom they come into contact? These and other questions are at the heart of student mastery for this course.

Students will begin to clarify their own understanding of servant-leadership, and their own actions and practices as servant-leaders. All of this is grounded in knowledge (literature), reflection and inquiry (discussion board), and practices (papers and dialogue).

Student mastery will also involve understanding the applications of servant-leadership in organizations and in other emerging applications (Council of Equals, Myers-Briggs, 12-Step Programs, Service-Learning, and Forgiveness). Students will emerge with a better understanding of themselves as servant-leaders, and better able to influence organizations through their own practices of servant-leadership.

### Overall Course Assignments

The course is designed to be presented in four modules over an eight-week period. Each two-week module will have its own set of materials (e.g., readings, teacher presentations, etc.) Given that a key component of the approach to learning in this course is the dialogue among students, each module will be the focus of an internet-based discussion by students. At least four postings a week (eight over the course of each two-week module) will be made by each student:

- one posting in the form of an annotated question related to the reading;
- two postings in response to other students' postings; and
- one additional posting, response, or general comment.

In addition to student learning through the Discussion Board, each learner will submit the following papers/projects:

**Understanding Servant-Leadership: A Paper.** Six to eight double-spaced pages (including references/use a strong citation base) in which the student reflects on her or his personal understanding of servant-leadership, interprets it within the context of the course, and articulates their personal mission as a servant-leader.
Personal Applications of Servant-Leadership: A Paper: Six to eight double-spaced pages (including references/use a strong citation base) in which the student examines servant-leadership characteristics and relates these to one of the required films for the course.

Organizational Applications of Servant-Leadership: A Paper: Thirteen to fifteen double-spaced pages (including references/use a strong citation base) in which the student describes either the presence or absence of servant-leadership within his or her own organization, interprets the benefits or challenges from their perspective, and compares it to another servant-led organization from their readings or personal experience.

Emerging Applications of Servant-Leadership: A PowerPoint Presentation: An eight to twelve PowerPoint slide presentation (with notes) in which the student will choose one of five emerging applications of servant-leadership (Council of Equals Model, Myers-Briggs and Servant-Leadership, Service-Learning, Servant-Leadership and 12-Step Programs, or Forgiveness and Servant-Leadership) and articulates what it means and why it matters.

Required Texts


The following films are required:

- Babette's Feast (MGM World Films; Gabriel Axel, Director), 1989
- Hoosiers (MGM; David Anspaugh, Director), 1986
- To Kill a Mockingbird (Universal; Robert Mulligan, Director), 1962/2005